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|  | **MYP Assessment Task** | | **Teacher(s)**  Maria Fernanda Valencia | |
| **Subject** | **Design** UNIT II | **Grade** | 9 |
| **Student** |  | **Date** | January 2017 |

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**Assessment Task**

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| **Assessment Task**   |  | | --- | | **Developing skills on young people with disabilities through**  **the interaction with new perspectives and functions on educational toys**  **Criteria A**   1. Research on Educational toys and special needs on kids. Explain and justify your solution. 2. Complete the research with relevant information for the creation of an Educational toy. Prioritize the sources of information used. 3. Analyse two existing educational toys per special need as the following: Reduce cognitive skills, reduce motor skills, visual disabilities and auditory disabilities. Consider to the following aspects: Special need, materials, color, form, size, target group and instruction of use) 4. Design brief. At least 6 bullet points.   **Criteria B**   1. Define six specifications for your solution. 2. Create three alternatives for the educational toy. 3. Evidence the selection of the best option by using a comparative chart. 4. Develop the orthographic projections of your toy. Include a chart that specify: quantity, materials and tools.   **Criteria C**   1. Develop a method (logical order) for the creation of your product/project including materials, sources and time. Peers can follow the plan easily. 2. Follow and construct the product, demonstrating technical skills. (Managemente of sources and time) 3. Write and justify changes developed to the product/project.   **Criteria D**   1. Use a testing method to evaluate the success of the product/project. 2. Explain possible improvements as learning experience for next time 3. Explain how the product/project impact the target group. | |

**Criterion and Assessment Rubrics**

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| **Criterion A: Inquiry and Analyzing**   1. explain and justify the need for a solution to a problem 2. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem 3. analyse a group of similar products that inspire a solution to the problem 4. develop a design brief, which presents the analysis of relevant research. | |
| **Achievement Levels** | **Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * **states** the need for an educational toy. * **states some of** the main findings of relevant research. |
| 3-4 | The student:   * **outlines** the need for an educational toy. * **states** the research needed to **develop** a solution to the problem, **with some guidance** * **outlines one existing** product that inspires a solution to the problem * **develops** a **basic** design brief, which **outlines some of the findings** of relevant research. |
| 5-6 | The student:   * **explains** the need for an educational toy. * **constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem, **with some guidance** * **describes** a group of similar products that inspire a solution to the problem * **develops** a design brief, which **outlines** the **findings** of relevant research. |
| 7-8 | The student:   * **explains** and **justifies** the need for an educational toy. * **constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem **independently** * **analyses** a group of similar products that inspire a solution to the problem * **develops** a design brief, which **presents** the **analysis** of relevant research. |

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| **Criterion B: Developing ideas**   1. develop a design specification which outlines the success criteria for the design of an educational toy. 2. present a range of feasible design ideas, which can be correctly interpreted by others 3. present the chosen design and outline the reasons for its selection 4. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution. | |
| **Achievement Levels** | **Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * **lists** a few basic success criteria for the design of an educacional toy. * **presents** one design idea, which can be interpreted by others * **creates** incomplete planning drawings/diagrams. |
| 3-4 | The student:   * **constructs** a list of the success criteria for the design of an educational toy. * **presents a few** feasible design ideas, using an appropriate medium(s) **or explains** key features, which can be interpreted by others * **outlines** the **main** reasons for choosing the design with reference to the design specification * **creates** planning drawings/diagrams or **lists** requirements for the chosen solution. |
| 5-6 | The student:   * **develops** design specifications, which **identify** the success criteria for the design of an educational toy. * **presents a range of** feasible design ideas, using an appropriate medium(s) **and explains** key features, which can be interpreted by others * **presents** the chosen design and **outlines** the **main** reasons for its selection with reference to the design specification * **develops** accurate planning drawings/diagrams and **lists** requirements for the creation of the chosen solution. |
| 7-8 | The student:   * **develops** a design specification which **outlines** the success criteria for the design of a sustainable solution for the CCB based on the data collected * **presents** a range of feasible design ideas, using an appropriate medium(s) **and annotation**, which can be correctly interpreted by others * **presents** the chosen design and **outlines** the reasons for its selection with reference to the design specification * **develops** accurate planning drawings/diagrams and **outlines** requirements for the creation of the chosen solution. |

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| **Criterion C: Creating the solution**   1. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create an educational toy. 2. demonstrate excellent technical skills when making the solution 3. follow the plan to create the solution, which functions as intended 4. explain changes made to the chosen design and the plan when making the recycled product 5. present the solution as a whole |
| **Descriptor** |
| The student **does not** reach a standard described by any of the descriptors below. |
| The student:   * **demonstrates minimal** technical skills when create an educational toy. * **creates** the solution, which functions **poorly** and is presented **in an incomplete form**. |
| The student:   * **outlines** each step in a plan that contains some details, resulting in peers having difficulty following the plan to create an educational toy. * **demonstrates satisfactory** technical skills when making the solution * **creates** the solution, which **partially** functions and is **adequately**  presented * **outlines** changes made to the chosen design **or** plan when making an educational toy. |
| The student:   * **constructs** a plan, which **considers** time and resources, sufficient for peers to be able to follow to create an educational toy. * **demonstrates competent** technical skills when making the solution * **creates** the solution, which functions **as intended** and is presented **appropriately** * **outlines** changes made to the chosen design **and** plan when, experimenting with materials in the design of an educational toy. |
| The student:   * **constructs** a **logical** plan, which **outlines** the efficient use of time and resources, sufficient for peers to be able to follow to create the solution * **demonstrates excellent** technical skills when making the solution * follows the plan to **create** the solution, which functions **as intended** and  is presented **appropriately** * **explains** changes made to the chosen design and plan when making the solution. |

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| **Criterion D: Evaluating**   1. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the educational toy. 2. explain the success of the solution against the design specification 3. describe how the solution could be improved 4. describe the impact of the solution on the client/target audience. | |
| **Achievement Levels** | **Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * **designs a** testing **method**, which is used to measure the success of the educational toy. * **states** the success of the solution. |
| 3-4 | The student:   * **designs a relevant** testing **method**, which generates data, to measure the success of the educational toy. * **outlines** the success of the solution against the design specification based on **relevant** product testing * **outlines** how the solution could be improved * **outlines** the impact of the solution on the client/target audience. |
| 5-6 | The student:   * **designs relevant** testing **methods**, which generate data, to measure the success of the educational toy. * **explains** the success of the solution against the design specification based on **relevant** product testing * **describes** how the solution could be improved * **explains** the impact of the solution on the client/target audience, **with guidance**. |
| 7-8 | The student:   * **designs detailed and relevant** testing **methods**, which generate data, to measure the success of the educational toy. * critically **evaluates** the success of the solution against the design specification based on **authentic** product testing * **explains** how the solution could be improved * **explains** the impact of the product on the client/target audience. |

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| **Student Reflection:** |
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| **Teacher Feedback:** |
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